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Teachers and parents on the formation of civic identity in the process of multicultural education of children of primary school age

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Abstract

The article investigates the process of formation of civil identity in the process of multicultural education of children of primary school age. One of the objectives, pursued by the Russian education, is the harmonious development of civic personality, relevant to historical traditions, contemporary structure and prospects of strengthening of the Federal state. And just multicultural education is able to provide a strong base, which matches the conditions of modern Russia. Especially relevant and important is the formation of civil identity for a generation just coming into life, for which the process of identity formation (as a civil, social, and personal) coincides with the process of socialization in general. The article presents the results of the survey among students parents and primary school teachers in secondary schools and gymnasiums of the Republic of Tatarstan. The methodology used in this study, revealed the ability of the model of multicultural education in shaping civic identity of the trainees. The development of national values, traditions, culture, knowledge about the peoples and ethnic groups of Russia begins with the pre-school age. Parents install for the children the national, religious values, starting from their birth. An important role in the study of readiness of teachers to implement the ideas of multicultural education is given to the study of its values and objectives. The peculiarity of teacher's work in the context of formation of civil identity is such presentation of the studied material, which can affect the attitude of the person toward himself, his family, his city, his country. School subjects of historical and social science cycle can contribute a lot to the realization of these tasks, facing the state.

Keywords

Civic identity, Identity, Multicultural education, Multicultural upbringing